

Rains Centenary Elementary

3549 S. Hwy 501
Mullins, SC 29574

Grades	PK-6 Elementary School	
Enrollment	252 Students	
Principal	Melissa McCloud	843-423-4920
Superintendent	Dr. Everette M. Dean, Jr.	843-423-2891
Board Chair	Mr. McKeiver Williamson	843-430-0704

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	37	55	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Unsatisfactory	Below Average	No

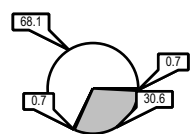
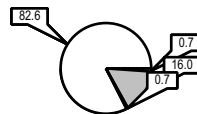
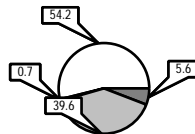
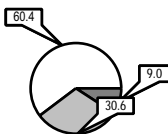
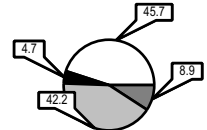
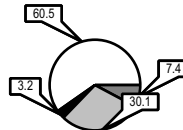
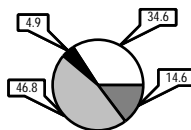
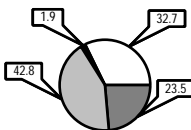
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	154	100.0	60.4	30.6	9.0	0.0	17.4	No	Yes
Gender									
Male	76	100.0	74.0	17.8	8.2	0.0	13.7		
Female	78	100.0	46.5	43.7	9.9	0.0	21.1		
Racial/Ethnic Group									
White	10	100.0	60.0	30.0	10.0	0.0	20.0	I/S	I/S
African American	143	100.0	60.4	30.6	9.0	0.0	17.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	118	100.0	50.5	37.6	11.9	0.0	22.9		
Disabled	36	100.0	91.4	8.6	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	154	100.0	60.4	30.6	9.0	0.0	17.4		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	153	100.0	60.4	30.6	9.0	0.0	17.4		
Socio-Economic Status									
Subsidized meals	144	100.0	61.2	29.9	9.0	0.0	17.2	No	Yes
Full-pay meals	10	100.0	50.0	40.0	10.0	0.0	20.0		

Mathematics – State Performance Objective = 36.7%									
All Students	154	100.0	54.2	39.6	5.6	0.7	13.2	No	Yes
Gender									
Male	76	100.0	57.5	35.6	6.8	0.0	9.6		
Female	78	100.0	50.7	43.7	4.2	1.4	16.9		
Racial/Ethnic Group									
White	10	100.0	50.0	40.0	10.0	0.0	20.0	I/S	I/S
African American	143	100.0	54.5	39.6	5.2	0.7	12.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	118	100.0	42.2	49.5	7.3	0.9	16.5		
Disabled	36	100.0	91.4	8.6	0.0	0.0	2.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	154	100.0	54.2	39.6	5.6	0.7	13.2		
English Proficiency									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	153	100.0	54.2	39.6	5.6	0.7	13.2		
Socio-Economic Status									
Subsidized meals	144	100.0	55.2	38.8	5.2	0.7	13.4	No	Yes
Full-pay meals	10	100.0	40.0	50.0	10.0	0.0	10.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	154	100.0	82.6	16.0	0.7	0.7	1.4
Gender							
Male	76	100.0	84.9	13.7	1.4	0.0	1.4
Female	78	100.0	80.3	18.3	0.0	1.4	1.4
Racial/Ethnic Group							
White	10	100.0	70.0	30.0	0.0	0.0	0.0
African American	143	100.0	83.6	14.9	0.7	0.7	1.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	118	100.0	77.1	21.1	0.9	0.9	1.8
Disabled	36	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	154	100.0	82.6	16.0	0.7	0.7	1.4
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	153	100.0	82.6	16.0	0.7	0.7	1.4
Socio-Economic Status							
Subsidized meals	144	100.0	83.6	15.7	0.0	0.7	0.7
Full-pay meals	10	100.0	70.0	20.0	10.0	0.0	10.0

Social Studies							
All Students	154	100.0	68.1	30.6	0.7	0.7	1.4
Gender							
Male	76	100.0	72.6	27.4	0.0	0.0	0.0
Female	78	100.0	63.4	33.8	1.4	1.4	2.8
Racial/Ethnic Group							
White	10	100.0	70.0	20.0	10.0	0.0	10.0
African American	143	100.0	67.9	31.3	0.0	0.7	0.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	118	100.0	60.6	37.6	0.9	0.9	1.8
Disabled	36	100.0	91.4	8.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	154	100.0	68.1	30.6	0.7	0.7	1.4
English Proficiency							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	153	100.0	68.1	30.6	0.7	0.7	1.4
Socio-Economic Status							
Subsidized meals	144	100.0	69.4	29.9	0.0	0.7	0.7
Full-pay meals	10	100.0	50.0	40.0	10.0	0.0	10.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	51	100.0	40.0	42.0	18.0	N/A	18.0
	4	46	100.0	54.3	39.1	6.5	N/A	6.5
	5	32	96.9	43.3	50.0	6.7	N/A	6.7
	6	45	97.8	63.6	31.8	4.5	N/A	4.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	32	100.0	34.5	41.4	24.1	0.0	24.1
	4	47	100.0	60.0	33.3	6.7	0.0	6.7
	5	43	100.0	71.8	25.6	2.6	0.0	2.6
	6	32	100.0	71.0	22.6	6.5	0.0	6.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	51	100.0	66.0	34.0	N/A	N/A	N/A
	4	46	100.0	54.3	41.3	4.3	N/A	4.3
	5	32	100.0	48.4	45.2	3.2	3.2	6.5
	6	45	97.8	40.9	50.0	6.8	2.3	9.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	32	100.0	37.9	51.7	10.3	0.0	10.3
	4	47	100.0	68.9	22.2	8.9	0.0	8.9
	5	43	100.0	64.1	33.3	2.6	0.0	2.6
	6	32	100.0	35.5	61.3	0.0	3.2	3.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	32	100.0	75.9	24.1	0.0	0.0	0.0
	4	47	100.0	86.7	11.1	2.2	0.0	2.2
	5	43	100.0	89.7	10.3	0.0	0.0	0.0
	6	32	100.0	74.2	22.6	0.0	3.2	3.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	32	100.0	69.0	31.0	0.0	0.0	0.0
	4	47	100.0	57.8	42.2	0.0	0.0	0.0
	5	43	100.0	87.2	12.8	0.0	0.0	0.0
	6	32	100.0	58.1	35.5	3.2	3.2	6.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 252)				
First graders who attended full-day kindergarten	100.0%	Up from 63.9%	100.0%	100.0%
Retention rate	2.4%	Down from 3.5%	3.9%	3.0%
Attendance rate	96.4%	Up from 95.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%	Down from 8.1%	6.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%	Down from 8.7%	5.7%	3.2%
Eligible for gifted and talented	1.9%	Up from 0.0%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Up from 9.6%	7.8%	8.2%
Older than usual for grade	2.4%	Down from 4.2%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	52.4%	Up from 50.0%	50.0%	52.6%
Continuing contract teachers	61.9%	Down from 66.7%	77.4%	83.3%
Highly qualified teachers	100.0%	No change	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 15.0%	3.0%	0.0%
Teachers returning from previous year	76.9%	Down from 79.1%	83.1%	87.0%
Teacher attendance rate	96.3%	Up from 94.5%	94.9%	95.0%
Average teacher salary	\$36,043	Down 2.9%	\$40,366	\$41,703
Prof. development days/teacher	14.5 days	Down from 16.6 days	14.4 days	12.8 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 17.6 to 1	16.3 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 86.4%	88.8%	89.8%
Dollars spent per pupil*	\$10,368	Up 22.6%	\$7,482	\$6,242
Percent of expenditures for teacher salaries*	53.0%	Up from 52.7%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 74.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	96.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Thank you to the faculty, staff and students of Rains-Centenary for working so hard to make this year a success. This year we implemented a variety of programs designed to improve student behavior and achievement.

We have worked hard to develop and implement a school-wide discipline plan in which students are expected to S.O.A.R. (be sensitive, organized, attentive and responsible). Students caught soaring can earn "caught soaring cards" or school bucks. We recognize students and their academic achievements each nine weeks with an awards assembly. We always welcome our parents, board members and community members to support our students and their achievements.

MAP (Measure of Academic Progress) was implemented this year as a quarterly benchmarking program in grades 2-6. Teachers were able to use information from M.A.P. to individualize instruction based upon the specific needs of students.

Everyday Math and Sunshine Math were implemented as a research-based math programs designed to promote higher-level math skills in grades K-6.

We continue to promote early literacy through our Reading First Grant which provided us with Literacy Coaches in grades 4K-3. In conjunction with 21st Century schools, we continue to provide free after-school and summer school programs for students needing more remediation. We are able to offer students karate, chorus, African drumming etc. AmeriCorps also continues to provide tutorial services during the school day for students in grades 3-6 in need of additional assistance.

Our partner in education is Vulcan Materials Company, which continues to support our efforts to S.O.A.R. The members of this company have assisted with our Veteran's Day Tribute. They've promoted academic success and provided guidance by serving on the School Improvement Council. They've assisted us with supplies and incentives to recognize student and teacher achievement. Thanks to our PTO and our business partner Vulcan Materials, we were able to take a school-wide field trip to the Alabama Theater and to the House of Blues for Lunch.

Thank you to the parents, faculty/staff, students and community members for your unwavering support. Through team effort and hard work our children gain the knowledge needed to be successful and productive members of society.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	44	26
Percent satisfied with learning environment	96.2%	76.2%	84.6%
Percent satisfied with social and physical environment	100.0%	73.8%	69.2%
Percent satisfied with school-home relations	59.3%	86.4%	76.9%

*Only students at the highest elementary school grade level at this school and their parents were included.